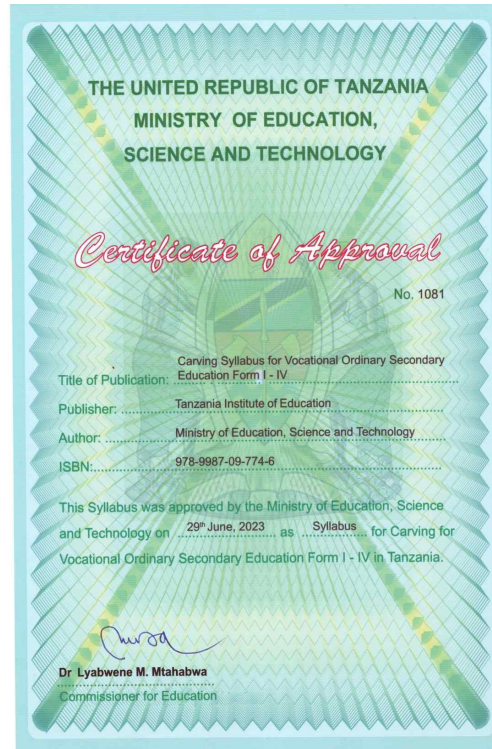


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



CARVING SYLLABUS FOR VOCATIONAL ORDINARY SECONDARY EDUCATION

FORM I-IV

2023

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Abbreviations and Acronyms

CAD	Computer Aided Design
ICT	Information and Communication Technology
MoEST	Ministry of Education, Science and Technology
TIE	Tanzania Institute of Education

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Director General
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1.0 Introduction

Carving is an elective trade for Form I-IV students in the Vocational Ordinary Secondary Education pathway. The purpose of studying Carving is to prepare students to be creative in the field of Arts and Design. This trade will help student to develop an understanding of the concepts, principles and elements of carving, produce carvings and secure and exhibit carvings. It also enables the student with capabilities of creative expression, visual communication and problem-solving. Furthermore, studying this trade of Carving provides deeper understanding and awareness of vocational opportunities both nationally and globally. Studying this trade also can create self-employment or be employed.

Carving Syllabus is designed to guide the teaching and learning of Carving at Vocational Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The Syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also facilitates teaching and learning opportunities that guide teachers to apply different methods and strategies to promote students' carving literacy and develop 21st Century skills which include creativity, critical thinking, problem solving, collaboration and communication.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania, cultural differences, dignity, human rights, attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

The objectives of Ordinary Secondary Education-Vocational Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Develop technical and entrepreneurial skills that will enable him/her to employ oneself, to be employed and to manage life by using his/her environment appropriately;
- (c) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (d) Strengthen communication using language skills;
- (e) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (f) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation; and
- (g) Develop readiness to continue to vocational and technical education.

4.0 General Competences for Ordinary Secondary Education

The general competences for Ordinary Secondary Education - Vocational Education are to:

- (a) Use the knowledge and skills developed in the Primary Education to strengthen and broaden vocational understanding;
- (b) Use the vocational skills in designing, inventing and creating things to manage their lives and solve challenges in society;
- (c) Appreciate citizenship and national values;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning various fields, including Science and Technology, theoretical and technical knowledge;
- (f) Adhere to safety rules and regulations in the use of technical tools correctly; and
- (g) Use the knowledge and skills acquired for further vocational education training and the life of work.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for Form I-IV*

Main competence	Specific competences
1.0 Master Carving	1.1 Master the concepts, principles and elements of carving
	1.2 Produce carvings
	1.3 Secure and exhibit carvings

6.0 Roles of Teachers, Students and Parents in Teaching and Learning

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Carving.

6.1 The Teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Carving;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) develop the competences needed in the 21st century; and
 - (ii) actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;

- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The Student

The student is expected to:

- (a) Develop the intended competences by actively engaging in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The Parent/Guardian

The parent/guardian is expected to:

- (a) Monitor their child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education and work.

7.0 Teaching and Learning Resources

The process of teaching and learning of Carving, requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources to effectively facilitate teaching and learning process. The list of approved text and reference books shall be provided by the TIE.

8.0 Assessment

Assessment is important in teaching and learning of Carving trade. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the Final Score*

Assessment Measures	Marks (%)
Standard VI National Assessment	7.5
Form II National Assessment	7.5
Form III Annual Examination	5
Form III Project	5
Form IV Mock Examination	5
Form IV National Examination	70
Total	100

9.0 Number of Periods

The Carving Syllabus for Vocational Ordinary Secondary Education Form I-IV provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. Twenty-nine periods of 40 minutes each have been allocated for this trade per week.

10.0 Teaching and Learning Contents

The contents of this Syllabus are presented in matrix form with six columns which includes main competence, specific competences, learning activities, assessment criteria, suggested resources and number of periods as presented in Table 3-6.

Form I

Table 3: Detailed Contents for Form I

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Carving	1.1 Master the concepts, principles and elements of carving	(a) Explain the trade of carving (<i>meaning, types and uses</i>)	The trade of carving was explained	Online resources like journals, pamphlets and other web-based materials from reliable sources	398
		(b) Master principles and techniques of carving (<i>relief and 'In-the-Round'</i>)	Principles and techniques of carving were mastered	Online resources, chisels, styrofoam, soft wood, soap stone, rasps, rifflers, hammers, carving knives, mallets, sharpening stones and oils, sander, sand paper, axes, bush knife and adze	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Analyse tools and media used to produce carvings	Tools and media used to produce carvings were analyzed	Styrofoam, soft wood, soap stone, rasps, rifflers, hammers, carving knives, mallets, sharpening stones and oils, sander, sand paper, axes, bush knife and adze	
		(d) Master portfolio making	Portfolio making was mastered	Manila sheets, stapling machines, tapes, scissors, paper cutting machine, vinyl, fabric materials, camera, computer and relevant software	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(e) Observe safety and ethical issues in carving	Safety and ethical issues in carving were observed	Online resources like journals, pamphlets and other web-based materials from reliable sources	
	1.2 Produce carvings	(a) Sketch simple relief carving designs	Simple relief carving designs were sketched	Pencil, paper, colored pens and colored marker pens	617
		(b) Sketch simple relief carving designs using CAD	Simple relief carving designs were sketched using CAD	Computer and relevant software, drawing tablets	
		(c) Prepare carving materials	Carving materials were prepared	Sharpening stones and oils, rasps, rifflers, hammers, carving knives, mallets, sander, sand paper, axes, bush knife and adze	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Carve simple relief objects for home use using appropriate media such as styrofoam, softwood and soap stone	Simple relief objects for home use were carved	Styrofoam, soft wood, soap stone, rasps, rifflers, hammers, carving knives, mallets, sharpening stones and oils, sander, sand paper, axes, bush knife and adze	

Form II

Table 4: *Detailed Contents for Form II*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Carving	1.1 Produce carvings	(a) Sketch detailed relief carving designs	Detailed relief carving designs were sketched	Pencil, paper, colored marker pens, computer and relevant software	627
		(b) Carve detailed relief objects for decorative purposes based on animal, bird and human figures	Detailed relief objects for decorative purposes based on animal, bird and human figures were carved	Styrofoam, soft wood, soap stone, rasps, rifiers, hammers, carving knives, mallets, sharpening stones and oils, sander, sand paper, axes, bush knife, and adze	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	1.2 Secure and exhibit carvings	(a) Create a portfolio for decorative and functional carvings	Portfolio for decorative and functional carvings was created	Manila sheets, stapling machines, tapes, scissors, paper cutting machine, vinyl, fabric materials, camera, computer and relevant software	388
		(b) Use social media for marketing carvings	Social media were used for marketing carvings	Computer and online resources, camera	

Form III

Table 5: Detailed Contents for Form III

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Carving	1.1 Produce carvings	(a) Sketch 'In-the-Round' carving designs	'In-the-Round' carving designs were sketched	Pencil, paper, colored marker pens, computer and relevant software	1015
		(b) Carve 'In-the-Round' objects using media such as hardwood, gypsum, concrete and stone	'In-the-Round' objects were carved using media such as hardwood, gypsum, concrete and stone	Hard and soft wood, gypsum, concrete stones, styrofoam, soap stone, rasps, rifflers, hammers, carving knives, mallets, sharpening stones and oils, sander, sand paper, axes, bush knife and adze	

Form IV

Table 6: *Detailed Contents for Form IV*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master Carving	1.1 Produce carvings	(a) Carve thematic objects using relief and ‘In-the- Round’ methods	Thematic objects using relief and ‘In-the-Round’ methods were carved	Hard and soft wood, gypsum, concrete stones, styrofoam, soap stone, rasps, riffers, hammers, carving knives, mallets, sharpening stones and oils, sander, sand paper, axes, bush knife and adze	928
		(b) Create carving products using diverse methods to meet specific requirements	Carving products using diverse methods to meet specific requirements were created	Hard and soft wood, gypsum, concrete stones, styrofoam, soap stone, rasps, riffers, hammers, carving knives, mallets, sharpening stones and oils, sander, sand paper, axes, bush knife and adze	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	1.2 Secure and exhibit carvings	Conduct exhibitions for carvings	Exhibitions for carvings were conducted	Exhibition premises, mounting materials (<i>based on nature of carvings</i>), display tables	87

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